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AUTHOR	Freeman, Yvonne S.; Freeman, David E.
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ABSTRACT

This book reviews the research on effective practices for older English learners. It is intended for teachers, program directors, resource personnel, and administrators who are attempting to meet the needs of older English learners who come to school with limited formal schooling experiences. The book shows how three teachers have put theory into practice to reach their older English learners and help them close the achievement gap. These teachers organize curricula around themes, use predictable classroom routines, and scaffold instruction in a variety of ways. This book features the following: the four keys for school success for older English learners; clear distinctions among the types of older English learners in the schools, with examples of students from each category; a discussion of the kinds of language proficiency older English learners need; a review of the latest research on effective practices for older English learners; detailed descriptions from the classroom of the three teachers; and professional extension activities to help readers apply the information in this book to their own educational settings. (Contains 78 literature references and 110 professional references.) (SM)

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